

ARUCC/ PCCAT National Transcript and Transfer Credit Nomenclature Standards Research Project

Facilitating student mobility: ONCAT

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ASSOCIATION OF REGISTRARS OF THE UNIVERSITIES AND COLLEGES OF CANADA
ASSOCIATION DES REGISTRAIRES DES UNIVERSITÉS ET COLLÈGES DU CANADA

PCCAT/CPCAT

The Pan-Canadian Consortium on Admissions & Transfer
Consortium pancanadien sur les admissions et les transferts

The Project

- * Co-led by ARUCC/PCCAT
- * Deliverable: A research report outline current and promising practices.
- * Intention: To inform a future stage which will be focused on standards development.
- * Ultimate goal: Create a new transcripts standards guide and a glossary of transfer credit terminology.

What are the current practices? Are there any promising practices? What is happening in other jurisdictions?

ARUCC/PCCAT Steering Group

Dr. Robert Adamoski, BCCAT/PCCAT

Glenn Craney, ONCAT/PCCAT

Dr. Rob Fleming, BCCAT/PCCAT

Kathleen Massey, McGill University/PCCAT/BCI (Quebec)

Angelique Saweczko, Thompson Rivers
University/ARUCC/WARUCC

Hans Rouleau, Bishop's University/ARUCC/BCI (Quebec)

Rationale? Creating Passports for Mobility

- ✓ Address or at least understand the different practices, standards and nomenclature to describe transcript outcomes and credential terminology.
- ✓ Understand and potentially resolve barriers to student mobility and progression – tackle ‘transfer literacy’
- ✓ Enhance data exchange and portability, policy development and reporting

Building and Moving Forward

1998 – BCCAT and BCRA produced the BC Record and Transcript Guide

2003 – ARUCC produced the first national Transcript Guide

2012 – PCCAT led a national mobility study

http://www1.uwindsor.ca/pccat/system/files/PCCAT_mainreport_final-EN%20Full%20Document%20with%20logos.pdf

2013 – BCCAT and BCRA sponsored a study on transcription and parchment practices for joint programs in BC; serves as a beta for the National Project

http://www.bccat.ca/pubs/jointprogramcredentialing_dec2013.pdf

Research and other reports produced by government, CATS and other research bodies (eg. CMEC, HEQCO)

Funders from Across Canada

Association of Registrars of the Universities and Colleges of Canada (ARUCC)

Pan-Canadian Consortium on Admissions and Transfer (PCCAT)

Alberta Council on Admissions and Transfer (ACAT)

British Columbia Council on Admissions and Transfer (BCCAT)

Ontario Council on Articulation and Transfer (ONCAT)

New Brunswick Council on Articulations and Transfer (NBCAT)

Campus Manitoba

Higher Education Quality Council of Ontario (HEQCO)

A Mixed Methods Approach

Phase 1
Report

Jurisdictional Research (200+ foundational documents and websites) | Writing & Analysis

National Survey
(119, 57%)

Stakeholder Interviews
(25)

Sample Collection
(145 from 44 schools, 70+ URLs)

Preliminary Poll (25, 93%)

Regional Workshops (103)

Volunteer Project Advisory Group (32)

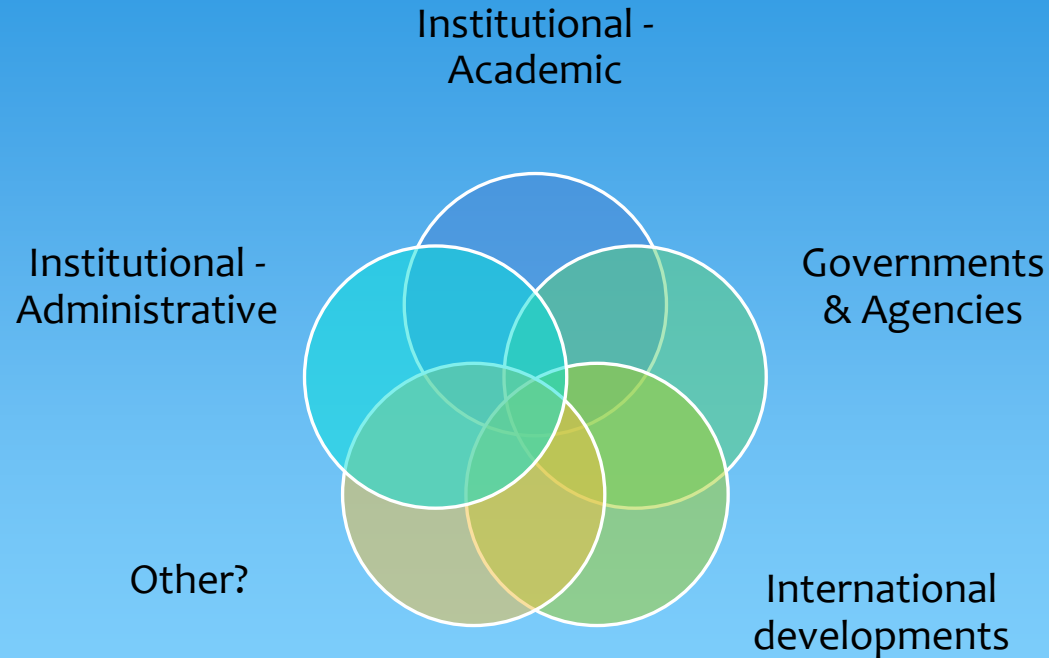
FOUNDATION OF BROAD & DEEP CONSULTATION

Steering Group & Funders

January ----- February ----- March ----- April ----- May

The Findings from the First Phase

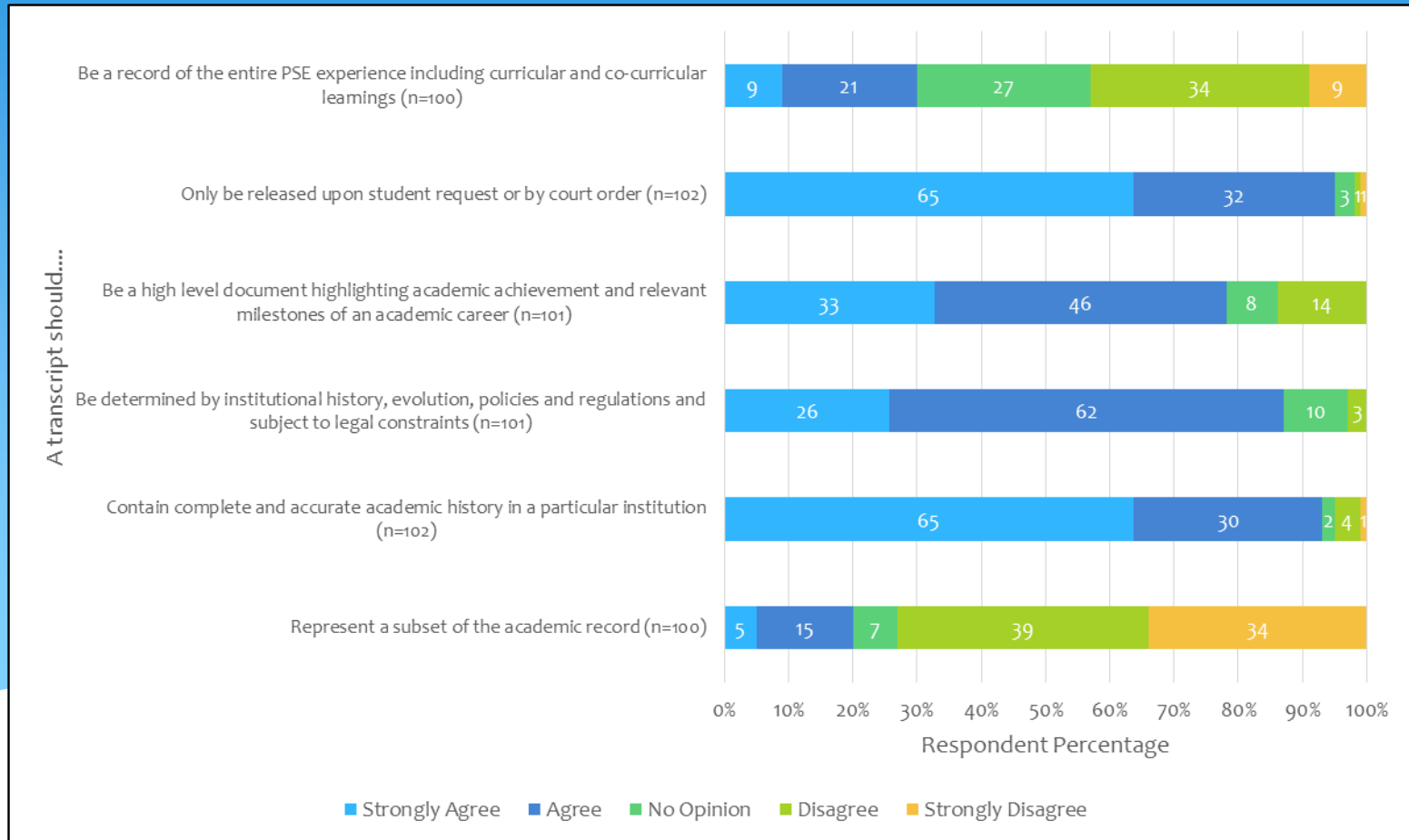
Converging perspectives



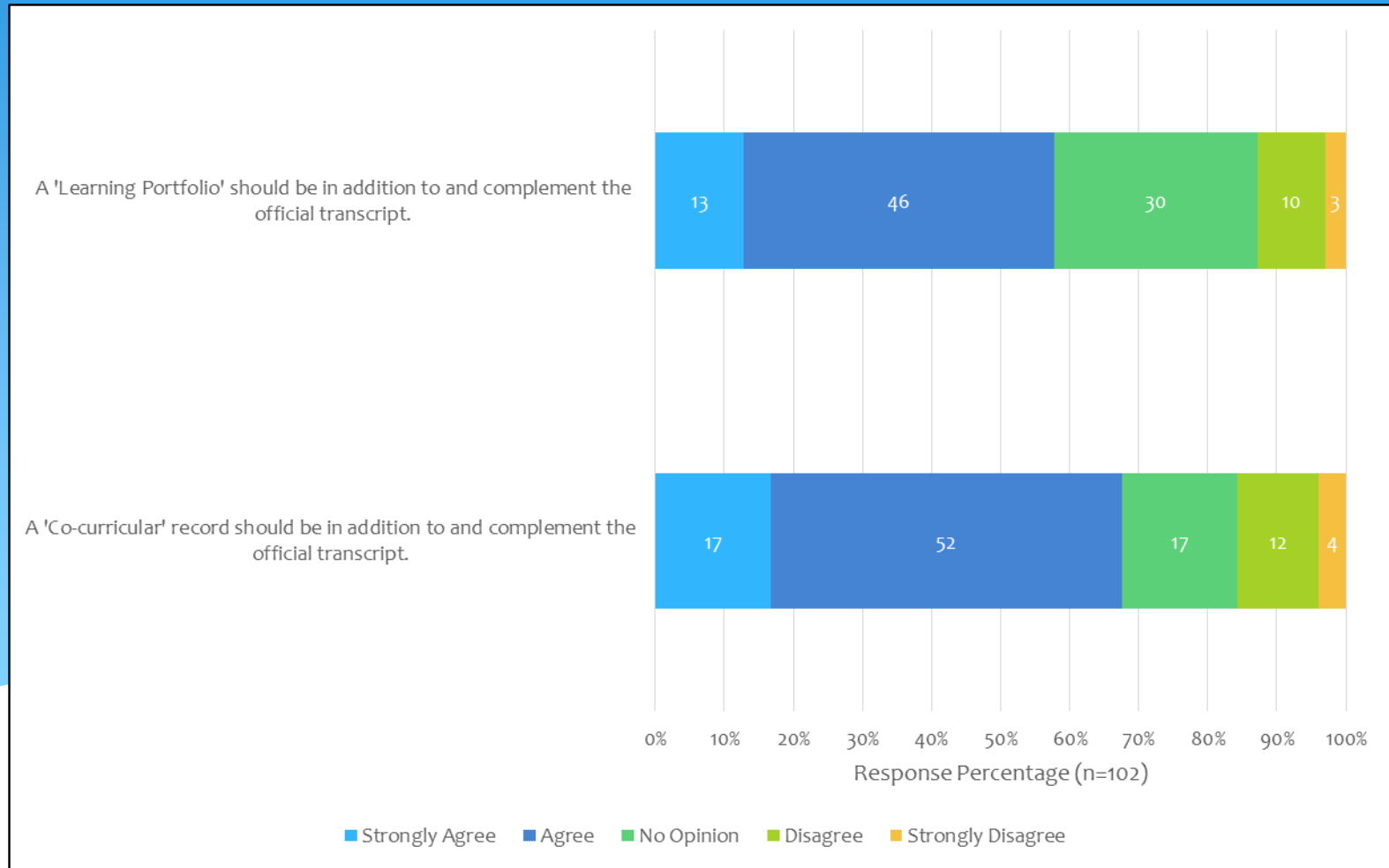
For Transcription - Tested...

- * Support for shared transcript principles
- * Transcript components and alignment with transcript guides
 - ✓ Demographics
 - ✓ Specific transcript practices
 - ✓ Credit systems
 - ✓ Grading scales
 - ✓ And more

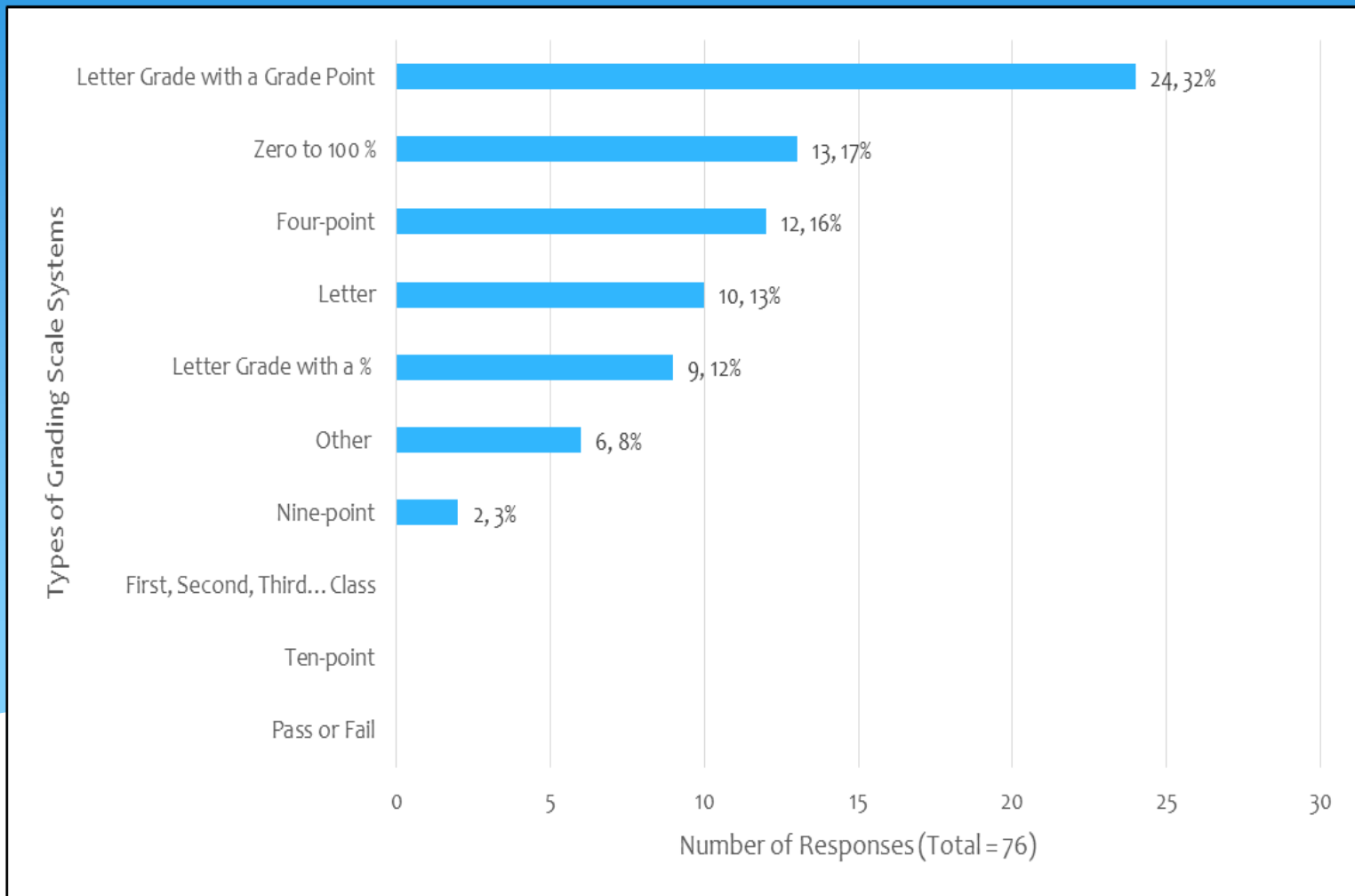
ARUCC Transcript Guide – Core Principles



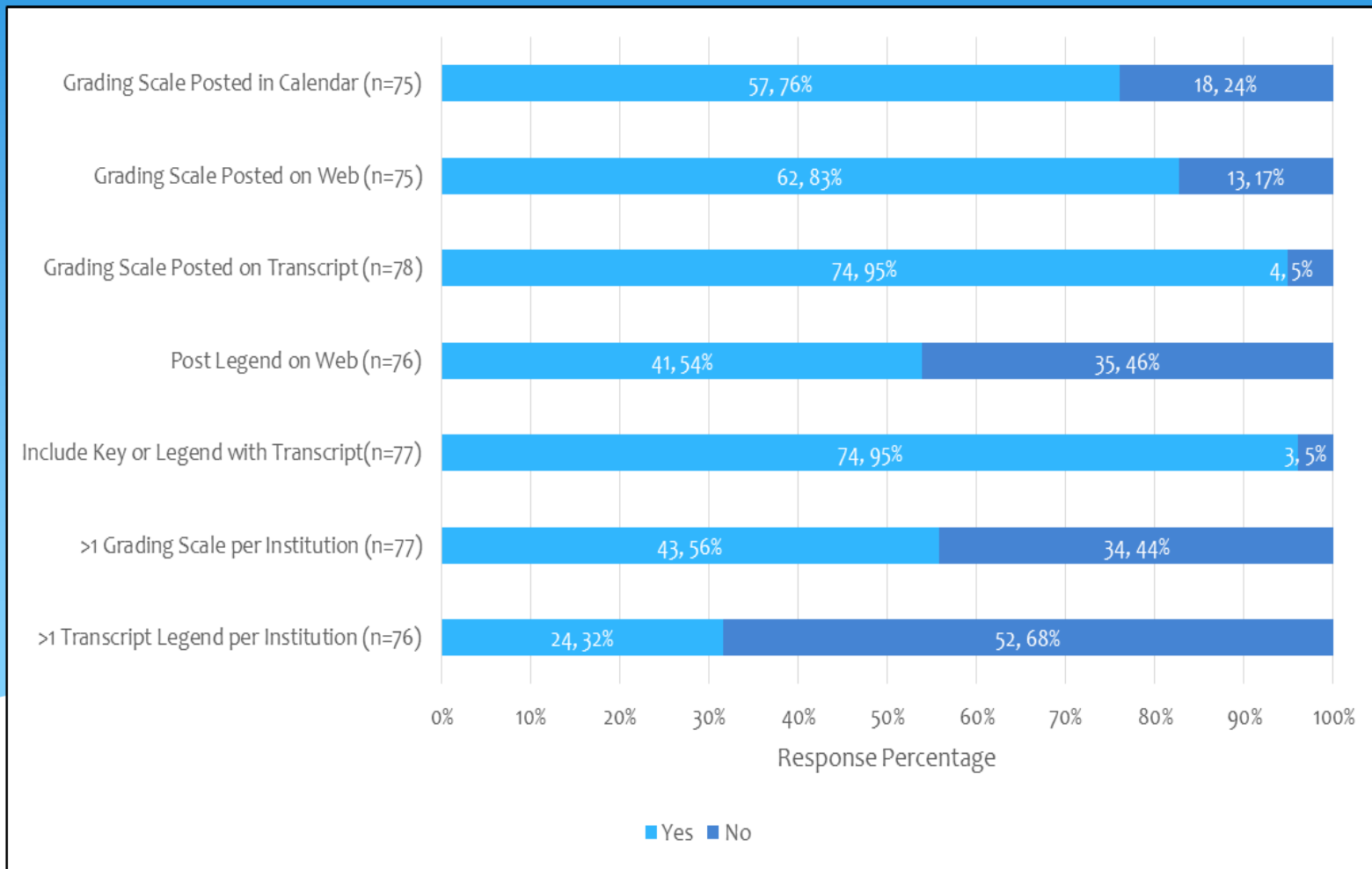
Co-curricular Records



Sample Grading Practices



Grading Publication Practices



Additional Practices

- * Alternative learning delivered by institutions
 - * E.g. non-credit, study abroad
- * Equivalent learning
 - * E.g. PLAR, challenge credits

Transcription of Credit Systems

- * Somewhat shared definition at highest level
- * Significant variety of approaches to weighting
- * Not often transparent on transcripts
- * Potential for negative impact on transfer credit assessment and seamless mobility

For Transfer Credit, Tested...

- * Support for shared principles
- * Transfer guide best practice
- * Transfer terminology current and best practice
 - * Agreement terminology
 - * Joint program terminology (e.g., ‘joint program’, ‘dual degree’, etc.)
 - * Operational terminology (e.g., ‘equivalency’, ‘advance standing’, etc.)
 - * Transcription

Transfer Credit - Sample Recommendations

- * **Consistent policies and practices for:**
 - **Grades:** Minimum grade required for awarding transfer credit; whether grade is transferred; whether grade is included in GPA
 - **Transcript presentation:** On admission, LOP, exchange, for equivalent learning (e.g., PLAR, challenge exams, online courses, MOOCS)
- Understand and perhaps, through identification of common practice, normalize transfer terminology (strategic and operational)

Promising Practices

- * International
- * Within Canada
 - * Councils of articulation/admissions and transfer
 - * Institutions
 - * Shared institutional models
 - * Government

BCCAT.CA

Credentialing Practices for Joint Programs

A Review of BC Transcript and Parchment Protocols

Prepared for BCCAT by Joanne Duklas, MBA, Research Consultant

December 2013



Research by
BCCAT

Naming “Dual Degree” on Transcript

Dual Degrees

Simon Fraser University⁶ with its international partner offers an interesting approach for dual degree programs – while each institution in the partnership distributes its own parchment, the transcript acknowledges pursuit of a dual degree program, features assigned block credit and notes the year of transfer. No grade is assigned for the duration of the study at the partnering institution. The name of the partner institution is also noted. This model, which had a unique degree of transparency, was not apparent in the responses from any other institution. It represents a good example of how institutions might establish a credentialing standard that supports transparency, academic integrity and joint program sustainability.

Novel Partnership

THE SENATES OF THE UNIVERSITY OF BRITISH COLUMBIA,
SIMON FRASER UNIVERSITY, EMILY CARR UNIVERSITY OF
ART AND DESIGN AND THE EDUCATION COUNCIL OF THE
BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY HAVE
JOINTLY CONFERRED THE DEGREE OF

MASTER OF DIGITAL MEDIA
ON

ON THE DAY OF MONTH IN THE YEAR TWO THOUSAND AND THIRTEEN



STEPHEN TOOPE, PRESIDENT
UNIVERSITY OF BRITISH COLUMBIA



ANDREW PETER, PRESIDENT
SIMON FRASER UNIVERSITY



RON BURNETT, PRESIDENT
EMILY CARR UNIVERSITY OF ART AND DESIGN



CHRIS GOLDING ACTING PRESIDENT
BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

RICHARD SMITH, DIRECTOR
MEd PROGRAM, CENTER FOR DIGITAL MEDIA

International Jurisdictions

- * Assessment of qualifications frameworks
- * European Diploma Supplement
- * Australian Higher Education Graduation Certificate (AHEGS)
- * UK Higher Education Achievement Report (HEAR)
- * Groningen Declaration

Why Pay Attention to Qualifications Frameworks



Quality Assurance

Credit and Qualifications Framework

Badging Framework (e.g., Diploma Supplement Label)

Outcome Tools (e.g., Diploma Supplement)

Transcripts and Transfer Credit Assessment

Universities

Doctoral degree

Masters degree

Graduate diploma

Vocational Education

Bachelor degree

Bachelor degree

Advanced diploma

Advanced diploma

Diploma

Diploma

These are delivered by universities and are time-based programs.

Certificate IV

Certificate III

Schools

Certificate II

Certificate II

Certificate I

Certificate I

These are delivered by TAFE and are not time-based programs - they are competency-based.

Senior Secondary

Certificates of Education

Diploma Supplement Label

The European Commission awards the
Diploma Supplement Label from 2012 to 2015 to:

AMERICAN COLLEGE

The institution has committed itself to the rigorous application of the
Diploma Supplement
and has proven excellence in its implementation.

For the European Commission
Brussels, January 2013



Jordi CURELL GOTOR
Director for Lifelong Learning
European Commission



Brian HOLMES
Acting Director, Education, Audiovisual & Culture
Executive Agency



HELLENIC REPUBLIC
 ARISTOTELEIO PANEPISTIMIO THESSALONIKIS (ARISTOTLE UNIVERSITY OF THE
 FACULTY OF SCIENCES
 SCHOOL OF BIOLOGY

<http://www.bio.auth.gr>, Tel. +30 2310998270, Fax +30 2310998252, e-mail: info@bio.auth.gr, A.U.Th., 54124, Thessaloniki, Greece.

DIPLOMA SUPPLEMENT

This Diploma Supplement is based on the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original accompanying qualification to which this supplement is appended. It should be free from any value judgments, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- 1.1 Family Name(s): [REDACTED]
 1.2 Given Name(s): [REDACTED]
 1.3 Date of birth (day/month/year), Place, Country of Birth 1-2-1985, KORINTHOS, GREECE
 1.4 Student identification number or code: [REDACTED]

2. INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1 Name of the qualification and (if applicable) title conferred (in original language):

Μεταπτυχιακό Διπλώμα Ειδίκευσης, Μ.Δ.Ε. (Metaptychiako Diploma Eidikefsis-Postgraduate Degree of Specialization)

- 2.2 Main field(s) of study for the qualification:

ΑΡΙΣΤΟΤΕΛΕΙΟ
 ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΟΝΙΚΗΣ
 ΣΧΟΛΗ ΘΕΤΙΚΩΝ ΕΠΙΣΤΗΜΩΝ
 ΒΙΟΛΟΓΙΑΣ

ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΟΡΘΟΤΕΧΝΙΑΣ

Concluding Initial Findings

- Strong support for clear and current transcript guidelines
- Enthusiasm to establish standards and consistent practice, while respecting institutional autonomy
- Focus on ‘best’ practices, not just current practices
- Descriptive, not prescriptive
- Promote the new standards and nomenclature guide broadly

Identified Emerging Trends

- * Electronic transcript exchange, data portability (Cdn PESC User Group; Groningen Declaration)
- * Online learning
- * Mobility, internationalization
- * Growth in inter-institutional partnerships; equivalent and competency-based learning (PLAR, learning outcomes); co-curricular records; dual credits

Considerations

- * Institutional autonomy and provincial authority
- * Role of government and reporting
- * Misinterpretation
- * Nimbleness and innovation
- * Resources
- * Jargon
- * Privacy

Next Steps for National Transcript and Transfer Credit Study?

Final Report and Further Consultation

Complete

Survey

- * Launch: early March
- * Close: end of March

Workshops

- * Finalized: end of February

Jurisdictional research

- * Finalized: end of March

Sample collection

- * Finalized: end of February

Deliverable?

- * A final jurisdictional overview of current and promising practice across Canada
- * Select review of other countries
- * Launch in June at ARUCC PCCAT conference

Questions?

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